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ABSTRACT

A study was conducted to determine: (1) whether there is a recognized body of literature dealing with the development of American community colleges, and (2) what relationship exists between those who authored the works in this body of literature and those who are recognized as leaders of the community college movement. A selected group of community college presidents, instructors, and journal editors were asked to rank order the books and articles they felt were significant to the field. The top 15 works were then listed on a second questionnaire that was sent to 874 community college presidents and 63 university professors. They were requested to rank order the ten works which they felt had had the greatest impact. Space was provided to add works that were not on the list. The authors of the works that were considered significant by both surveyed groups were sought on lists of community college leaders that were the results of previous studies. Study results, based on responses from 156 presidents and 46 professors, revealed that 12 of the 15 works obtained a median rating of tenth place or higher; none of the 52 titles that had been written in received a sufficient number of high rankings to be included in the top ten works. Only three of the 12 most highly rated works were by authors not included in a list of community college leaders. The report lists all works investigated and compares the responses of both survey groups. (JP)

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WORKS HAVING A SIGNIFICANT IMPACT ON THE DEVELOPMENT OF THE COMMUNITY COLLEGE IN AMERICA

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The public community college is a major force in American higher education today. Statistics on community colleges are impressive. According to the 1980 Community, Junior, and Technical College Directory, published by the American Association of Community and Junior Colleges, in the fall of 1979 there were 1,044 public two-year institutions which enrolled 4,334,344 students in credit courses. Among part-time credit students, the number of females outnumbered the males, thus indicating that women see the community college as a means of preparing themselves for entry or reentry into the labor market and as a means of achieving other goals. Furthermore, the Directory estimates that 3,420,942 individuals participated in non-credit and community service activities in public community colleges. The median age of the community college student body, which is older than the traditional college age group, demonstrates that many adults view the community college as an avenue for lifelong learning. The financial and human resources spent on community colleges are an important part of the nation's commitment to post-secondary education.

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One would expect, then, an educational movement as extensive and broad-based as the comprehensive, publicly-supported, community college with its implied promise of social mobility, as expressed through its open door, to have a significant body of literature devoted to tracing and explaining its development. Is this the case? Can the scholar and educational practitioner turn to the literature and find definitive statements on various aspects of the history, the practices, and philosophic bases of the community college? Has this movement been led by the authors of major works on the community college? Alternatively, has it been led by persons who influenced the development of the community college movement through their charisma, professional position, volume of articles, or by their presence in the right place during the community colleges' growth period, although they may not have authored a major work on the subject? Has community college leadership, as suggested by some studies, come from those individuals who have published the most articles in journals? Finally, were the significant works written by those persons who were identified as leaders through the proliferation of their writing?

Previous examinations of the development of community colleges have attempted to identify those persons who were the leaders of that movement. This present study employed a different approach; it asked what published works have been important in the development of the community college movement. The major purpose of this study was to tabulate those works identified by

experts--professors in the community college field and community college presidents--as having contributed most to the development of the community college. A second purpose was to compare the leaders of the community college movement, as identified in three previous studies, with the authors of the most important literary works, as defined by this study, to determine where similarities and differences exist among the lists. This comparison facilitated some observations on the nature of leadership in the community college movement, recognizing at the outset that the two groups, leaders and authors, could not be mutually exclusive since in the studies on leadership examined by these authors, publications were used as an indicator of leadership.

The following discussion provides some answers to the previously posed questions and hopefully offers assistance to persons seeking to understand the development of the community college in America. Comparisons are made in the following categories: the leading works as identified by professors are compared to those identified by presidents; authors of those significant works are then compared with the leaders of the community college movement as identified in the three studies discussed in the following paragraphs.

The Leaders

Like most broad-based movements, the community college in America has had a group of individuals who provided it with leadership. At least three studies have dealt with identifying leaders associated with the development of the community college.

A 1967 study identified sixteen leaders as contributing to the development of the American community college [1, pp. 11-12]. Eight of the leaders were from the years the author identifies as the early period of development (1900-1935) and eight from the years referred to as the late period (1945-1960).[1] The author of that study compiled a list of thirty educators (fifteen from the early period and fifteen from the late period) whom he determined to be influential in the development of the community college based upon his examination of the published writings. The list of thirty was submitted to fifty-five university professors who taught courses relating to the community college and to specialists in community college education at the state and national levels. In addition to the thirty listed, the respondents were free to add names not included on the researcher's list. The eight top ranked names from each of the two periods were identified as the sixteen leaders contributing most to the development of the community college.

A study begun in 1972 focused on leadership in the community college after 1963 [3, pp. 333-34]. The study examined the writings of ten leaders who had influenced the development of the identity of the community college. The ten leaders were identified by surveying professors or directors of community college education at 108 colleges and universities.[2] Each person surveyed was asked to choose the ten leaders who he felt had the greatest impact on the formation and development of the community college since 1963.

A 1973 study also identified the leaders or spokesmen of the community college movement.[3] The leaders were identified through an examination of their works indexed in the Reader's Guide and the Education Index. The 1973 study did not group the leaders into periods but rather identified nineteen leaders in the total historical development of the community college [2, pp.11-12].

It is significant for the purpose of this study to note that the three studies discussed above chose to identify leadership, to an extent, through the published writings of individuals. If one accepts the thesis that leadership can be identified through the writings of individuals, a next logical step might be to ask what important works were written by those identified as leaders in the historical development of the community college. Can one assume that the leaders produced the significant works or have significant works been produced by persons other than those identified as leaders?

The Approach to The Study

In an attempt to determine what literature has been the most significant in the historical development of the community college in America, the present writers polled university professors who are members of the Council of Universities and Colleges, an affiliate council of the American Association of Community and Junior Colleges (AACJC), and who teach courses dealing with the community college. Moreover, selected community college presidents (those known by the authors to have published

one or more works on the community college) were asked to list the works they felt had influenced the historical development of the community college. The editors of the Community and Junior College Journal, the Community College Review, and Community College Frontiers, three leading journals on community college education, were asked to give their opinions on the influential literature. Finally, the president and vice-presidents of the AACJC were asked to list the literature they considered significant. The survey, which was open-ended, asked the following questions:

> Is there a body of literature associated with the development of the public community college in America upon which the leaders in the field agree as to its importance? If so, who was responsible for its development?

Those surveyed were asked to rank-order books, articles, or monographs which they felt were significant and, if they desired, to provide brief comments as to why they felt a work was important. The respondents were asked to exclude journals from the listing.

Twenty-four professors, two editors, one vice-president of the AACJC, and eleven college presidents provided usable answers to the survey. The responses, which indicated that a significant body of literature on the community college does exist, were tabulated to determine which literature those surveyed felt was important. Only those works listed in the top ten by a given respondent were counted.

The top 15 works were selected on the basis of their frequency of being mentioned by the respondents. A second survey questionnaire was developed listing the top 15 works and asking the

respondent to identify and rank-order the 10 works that in the opinion of the respondent had had the greatest impact on the development of the community college in America. A place was provided to write in and rank other works not listed among the 15 on the survey. The survey was sent to the Presidents of 874 institutional members of the AACJC, of which 166 provided usable responses (19%). The survey was also sent to 63 university professors who were members of the Council on Universities and Colleges. Of these 46 provided usable responses (73%).

The responses from presidents and professors were tabulated separately, a separate cumulative distribution of rankings developed for each work and the works were then ordered in importance using the median presidential response and the median professorial response. Then the list of works identified as significant by presidents was compared to the list of those identified by professors. The authors of all the works identified as significant by both groups were compared to the lists of community college leaders identified in previous studies.

Limitations of the Study

Since this study was concerned with identifying significant works on the community college and not with individual leaders, no attempt was made to update or broaden the list of leaders as identified in the studies previously cited. Thus, persons who came into prominence as community college leaders after 1973 were not included in the lists of identified leaders. Furthermore, no

attempt was made to relate the significant works identified in the study to any period in the historical development of the community college. The study was limited to single books, monographs, or articles, and does not consider the influence of journals or other ongoing publications.

The identification of which works were significant to the development of the community college probably depended somewhat on the perspective of the respondent. Had the views of deans of instruction, or deans of finance and administration (who also are leaders in the community college movement) been solicited a somewhat different listing of significant works might well have emerged.

The title to B. Lamar Johnson's book was not completely specified on the questionnaire. The full title is Islands of Innovation Expanding: Changes in the Community College. However, the authors of the current study feel confident that his major work was recognizable by the listing on the survey.

While the response rate of 19% for community college presidents appears too low to support any inferences concerning the entire group of presidents, the 166 respondent presidents is a large enough group to prevent any single respondent from significantly influencing the listing developed. These 166 presidents do represent a group of presidents interested in addressing the sort of question posed in this study.

Results

Among the presidents, there was a total of 10 works that obtained a median ranking in the tenth place or higher. Table 1 lists these works. For the remaining five books, the median respondent did not include the book among those he rank-ordered.

Among the professors there was a total of 11 works that obtained a median ranking of tenth place or higher. Table 2 lists these works. For the remaining four books, the median respondent did not include the book among those he rank-ordered.

There was a total of 52 works added by the respondents to the original list. None of the books added to the list received a sufficiently high number of rankings to be included on either list of most significant works.

Conclusions

Those surveyed were asked if there is a body of literature associated with the development of the public community college in America upon which the leaders in the field agree as to its importance. Based on the results of the survey, there does indeed appear to be a body of literature upon which the professors and presidents agree as to its importance. A comparison between the two lists shows more agreement than disagreement. In fact, only 11 first authors are represented among the 12 works identified as being significant on either one or both of the lists. The differences, however, are worth noting. Dateline '79 by Arthur Cohen did not make the presidents' list

and This is the Community College by Edmund Gleazer did not make the professors' list. The last work on the professors' list, which brought the number on that list to eleven, was The Junior College by Walter Eells; it did not make the presidents' list.

If one is to choose a single work upon which there is the most widespread agreement among those surveyed as to its importance, it is The Junior College: Progress and Prospect by Leland Medsker. The work was ranked among the top 10 works by every one of the responding professors. It was the only work so ranked. One hundred and twenty-seven of the 166 presidents ranked Progress and Prospect in the top 10 works, a recognition topped only by Beyond the Open Door by Patricia Cross which was mentioned in the top 10 by 140 of 166 presidents.

While two textbooks, Profile of the Community College by Charles Monroe and The Community Junior College by James Thornton, were among the 15 works included in the survey, only the Thornton textbook made the lists of significant works. Not surprisingly, the textbook was ranked higher by the professors than by the presidents. On the other hand, the fact that a textbook made the presidents' list might suggest that a number of the responding presidents used it in their graduate program.

The list of 15 works included on the survey appears to represent a comprehensive listing since no additional works were added with sufficient frequency to make either final list. The most popular write-in was The Community College by Jessee Bogue,

which was mentioned as one of the top 10 by a total of seven respondents. On the other hand, of the 52 works listed in addition to the 15 provided on the survey, 38 were listed in the top 10 by only one respondent, thus indicating that there is a diversity of opinion regarding influential works; however, much of that diversity apparently results because individuals have a favorite work.

Three of the works identified as significant in this study were by authors not identified as leaders by the three studies previously discussed. The persons missing from the leadership lists are Clark, Cross, and Richardson. In the case of Richardson, the work on governance which he co-authored had not made an impact at the time data was being collected for the most recent of the studies on leadership cited above. Clark has never aligned himself closely with the community college movement, thus it would seem unlikely that he would have been identified as a leader. On the other hand, his theory regarding the role of the community college in the "cooling out" of students has influenced other writers to explore the topic and has influenced thinking regarding the role the community college plays in student achievement. Where Cross would show up on a current list of leaders is certainly open to question; she has not aligned herself solely with the community college, yet much of her writing relates to the community college and Beyond the Open Door is devoted largely to it.

While the primary purpose of the current study was not to discuss leadership, it is worth noting that three of the authors of the 12 significant works (Gleazer, Johnson, and Medsker) were identified as leaders on all three of the lists discussed earlier. On the other hand, while 18 of the leaders mentioned at least once were not among the authors of the 12 most significant works, they nevertheless made the leadership lists in part because of their publications. Thus, one might conclude, based on this current study combined with the results reported in the three studies on leadership, that although leadership may be closely tied to publications, it does not follow that leaders necessarily wrote significant works. A clear example of this is that S. V. Martorana, who was identified as a leader on all three lists, did not author any of the significant works identified by the current study.

Of the significant works listed in the current study, only Dateline '79 proposed any bold, new approaches to instruction. Only Beyond the Open Door explored how community colleges might respond to "new students." Only Governance for the Two-Year College gave the colleges guidance on a "how to do it" basis. And, only The Open-Door College: A Case Study developed a new theory on the role counseling plays in the community college. The remaining works, while no less significant, were for the most part, descriptive in nature.

Missing from the list of significant works are any works highly critical of the community college; also missing are any

works on teaching in the community college (Dateline explores the implications of curriculum changes on teaching) and likewise missing are specific works on the impact of the community college environment on its students. Missing from the lists of significant works are books dealing with developmental (remedial or compensatory) education and community services. This was somewhat unexpected since a number of works have been written on these subjects and since a commitment to developmental education and community services are two of the cornerstones of the community college philosophy. In fact, it might be argued that without community services and developmental education, the community college's "open door" would be nonexistent. Interestingly, no works are included as being significant which deal with the overall management of community colleges such as works on the application of management by objectives or program budgeting. This lack of "how to do it" works might be interpreted in several ways. For example, it might indicate that community colleges are still developing and thus professors and college presidents tend to favor "status reports" and works which attempt to place the community college movement into some sort of historical and sociological perspective. Alternatively, the "how to do it" books may be available in sufficient number and breadth outside the field of community college literature, for example, Peter Drucker's works have been widely read by community college leaders.

A Final Word

In undertaking the current study, the authors realized that any listing of works as being significant in the development of the community college would run the risk of criticism. For example, by aiming for a national perspective on the initial survey, it was almost assured that many significant state studies would not be included on the final list of significant works. In Florida, for example, a study done by James Wattenbarger greatly influenced the development of community colleges in that state. A. J. Brumbaugh conducted a study which argued for and resulted in the development of a statewide system of public community colleges in Virginia. Other states can point to similar studies which, like the Florida and Virginia studies, were not only important in individual states but were important nationally. Similarly, one can conclude that the almost day-to-day chronciling of events relating to the development of the community college in the Community and Junior College Journal has influenced that development. Yet, as important as the state studies and Journal have been, no state study and no single article in the Journal has provided the overall influence associated with the works identified in this study.

One can conclude that for anyone interested in the historical development of the community college in America, reading the 12 works regarded as important by the presidents and professors surveyed in the study would be a worthwhile starting point. The 12 works, while far from being all inclusive, are diverse enough

and cover a long enough segment of the historical development of the community college to provide the basis for understanding the ever increasing complexities associated with the public community college in America.

TABLE 1.

The Ten Works Having The Greatest Impact On The Development of the Community College In America as Perceived by 166 Responding College Presidents (Listed in order of importance from highest to lowest with ties, indicated by brackets, listed in alphabetical order)

Name of Work	Date of Publication	Author(s)
Beyond the Open Door, New Students to Higher Education	1971	Cross, K. P.
The Junior College: Progress and Prospect	1960	Medsker, L.
The Two Year College: a Social Synthesis	1965	Blocker, C. E., Plummer, R. H. and Richardson, R. C., Jr.
The Community Junior College	1966	Thornton, J. W., Jr.
This is The Community College	1968	Gleazer, E. J., Jr.
Breaking the Access Barriers: A Profile of Two-Year Colleges	1971	Medsker, L. and Tillery, D.
Islands of Innovation Expanding: Changes In The Community College	1969	Johnson, B. L.
The Junior College Movement	1925	Koos, L.
The Open-Door College: A Case Study	1960	Clark, B. R.
Governance for the Two-Year College	1972	Richardson, R. C., Jr., Blocker, C. E. and Bender, L. W.

TABLE 2.

The Eleven Works Having the Greatest Impact on the Development of the Community College in America as Perceived by 46 Responding Professors (Listed in order of importance from highest to lowest with ties, indicated by brackets, listed in alphbetical order)

Name of Work	Date of Publication	Author(s)
The Junior College: Progress and Prospect	1960	Medsker, L.
The Community Junior College	1966	Thornton, J. W., Jr.
The Two Year College: A Social Synthesis	1965	Blocker, C. E., Plummer, R. H. and Richardson, R. C., Jr.
Beyond the Open Door, New Students to Higher Education	1971	Cross, K. P.
The Junior College Movement	1925	Koos, L.
Breaking The Access Barriers: A Profile of Two-Year Colleges	1971	Medsker, L. and Tillery, D.
Dateline '79: Heretical Concepts for the Community College	1969	Cohen, A. M.
Governance for the Two-Year College	1972	Richardson, R. C., Jr., Blocker, C. E. and Bender, L. W.
Islands of Innovation Expanding: Changes In The Community College	1969	Johnson, B. L.
The Open-Door College: A Case Study	1960	Clark, B. R.
The Junior College	1931	Eells, W. C.

FOOTNOTES

[1]The sixteen leaders identified in this study and in the order indicated by the study were Leonard V. Koos, Walter C. Eells, William R. Harper, Alexis F. Lange, David S. Jordan, Doak S. Campbell, James M. Wood, and James R. Angell from the early period and Jessee P. Bogue, Leland L. Medsker, B. Lamar Johnson, Edmund J. Gleazer, Jr., C. C. Colvert, S. V. Martorana, James W. Reynolds, and Robert M. Hutchins from the late period. The omission of the years 1936-44 was deliberate.

[2]The ten leaders identified in this study were (rank-ordered according to the number of votes received) Edmund J. Gleazer, Jr., Leland L. Medsker, B. Lamar Johnson, James Wattenbarger, Joseph Cosand, James Thornton, Clyde Blocker, Dorothy Knoell, Arthur Cohen, and S. V. Martorana.

[3]The nineteen leaders identified in this study were Jessee P. Bogue, Doak S. Campbell, C. C. Colvert, Walter C. Eells, Edmund J. Gleazer, Jr., John W. Harbeson, William R. Harper, Robert M. Hutchins, B. Lamar Johnson, David S. Jordan, Leonard V. Koos, Alexis F. Lange, S. V. Martorana, Leland L. Medsker, Nicholas Ricciardi, James W. Reynolds, Lewis W. Smith, James M. Wood, and George F. Zook.

[4]Unless one is willing to reject the view that community

college presidents are educational leaders, it would appear an omission that none of the three studies sought the views of the presidents.

[5]While all sixteen leaders identified in the 1967 study were among the nineteen leaders identified in the 1973 study, only four (Gleazer, Johnson, Martorana, and Medsker) showed up on all three lists.

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